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ABSTRACT

Grolier Incorporated sponsored a national random-sample survey of 645 parents, aged 18 and over, to discover attitudes about education. The survey paid considerable attention to aspirations of America's nonwhite citizens. Results indicated that parents sought involvement in local schools, cherished the impact of education for life enrichment at every level, valued basic skills highly, placed particular importance on children's education if they themselves were isolated through educational disadvantage or social discrimination, and, on some issues, demonstrated marked geographical differences in belief patterns. A majority (75%) agreed that a major purpose of education was to achieve financial success; 96% believed that education's primary purpose was to enrich the quality of a person's life. Parents were committed to a specific priority of subjects in grades one through eight: English first, then math, with science, social studies, and computer science tied for third. Education was viewed as a path to a better future by those in difficult circumstances. Faith in the promise of opportunities opened by education remained strong among nonwhites. Few parents wanted to tamper with current school year length. A majority (60%) believed teachers' salaries should be improved. Graphs and tables present percentages of answers to specific questions. Survey methodology is described. (MH)

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THE GROLIER SURVEY:

WHAT PARENTS BELIEVE ABOUT EDUCATION

Conducted by: Research & Forecasts, Inc.,
110 East 59th Street
New York, New York 10022

August, 1983

RC014574

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INTRODUCTION

In April 1983, the National Commission on Excellence in Education released its report examining the quality of education in the U.S. which had been requested by the U.S. Secretary of Education. The report, entitled "A Nation at Risk: The Imperative for Educational Reform," has resulted in a national debate about the Commission's recommendations that is likely to continue in the foreseeable future.

Grolier Incorporated as a major American publisher and distributor of encyclopedias and children's learning materials, is interested in the interrelationship of the school, library and home, and how these institutions affect the learning process for children. The company believed it could make a meaningful contribution to the national debate by enabling the nation's parents to be heard on some of the key issues discussed in the Commission's report. For this reason Grolier sponsored The Grolier Survey: What Parents Believe About Education.

The study, conducted by Research & Forecasts, a New York based opinion research firm, represents a national random sample of 675 parents, eighteen and over throughout the United States, including Alaska and Hawaii.

A cross-section of American parents was polled in order to uncover fresh information other studies have minimized or ignored in surveys on critical educational issues affecting the nation.

This survey pays special attention to the following:

* It goes beyond polls focusing only on adults to focus specifically on American parents.

* It probes beneath the surface of everyday opinions and attitudes to uncover the fundamental values and beliefs Americans hold concerning the educational system.

* It searches beyond simple belief descriptions to ask why people value what they do, testing plausible explanations and assessing the significance of each one.

* It pays considerable attention to the special aspirations of America's non-white citizens.

With this specific focus, The Grolier Survey arrives at some striking conclusions about American parents. They seek involvement in local schools, cherish the impact of education as a vehicle for life enrichment at every level, value basic skills highly, place particular importance on education for children if they themselves are somewhat socially "isolated", (whether through educational disadvantage or social discrimination), and on some issues, demonstrate marked geographic differences in belief patterns. These conclusions were reached by posing five key questions:

1. When thinking about the role of education in America today, do most citizens view education essentially as a vehicle for financial advancement, or do they consider it primarily an experience adding value to the general quality of a person's life?

2. How involved are American parents in the educational process, and how are they likely to view proposals to "toughen" the

curriculum, re-emphasizing basic skills and core courses such as English and Math?

3. Do citizens who are somewhat isolated from the national, regional or local opportunity structure view education differently from those closer to the "mainstream" of American social and economic activity?

4. Specifically, how much confidence do nonwhites, who have been disadvantaged in so many ways, have in the capacity of the educational system to improve life chances for their children?

5. Are we "one country" in our attitudes toward education, or do we display distinct geographical viewpoints?

OVERVIEW

A. The Central Purpose Of Education: Adding Value To The Quality Of Life.

Seventy-five percent of parents agree (33% strongly agree and 42% somewhat agree) that a major purpose of education is to achieve financial success. By contrast, 96% of the sample, believe that the primary purpose of education is to enrich the general quality of a person's life, (78% strongly agree and 19% somewhat agree.)

Despite the recent recession and high unemployment, far more parents believe that the primary purpose of education is to enhance the quality of a person's life rather than to help achieve financial success. Parents from all walks of life -- men and women, blacks and whites, all income and education groups -- strongly agree that education means more than just a better job or higher pay; it leads to a better life in a number of ways.

When asked about education's role in achieving financial success, however, a far different picture emerges. Parents who have suffered "cumulative disadvantages" and have had restricted options within their own life situations (for example, displaying some combination of low income, little education, being nonwhite or female, living in small towns, being over 65, or retired) are much more likely to see education as a vehicle for economic success.

Specifically, those who view education primarily as a vehicle for financial success are:

* nonwhite parents (50%) compared to whites (28%);
* those with lower levels of education, (from 48% eighth grade or less to 16% college graduates);
* those with incomes under $15,000, (46% with under $15,000 to 25% with $40,000 or more);
* small town residents, (43% in towns of less than 2,500 compared to 31% in communities of more than one million);
* parents without spouses (38% without spouses compared to 30% with).

The "multiple" disadvantaged strongly agree that education is primarily important because it brings financial success.

B. Parents Are Both Committed To Basic Skills And Involved In Schooling.

The Grolier Survey confirms that parents are committed to a specific priority of subject matter for students in grades one through eight: English first (63% agree); Math next (58% agree); and a third place tie for science, social studies and computer science.

Curiously, within the overall 66% who ranked computer science third, women gave it a far higher rating than men (77% vs

56%). Although there is no significant difference among men and women in the order of these subjects, women do give an even greater priority to English than men do. Sixty-nine percent (69%) of the women think that English is of greatest importance compared with 56% of the men.

Apart from their belief in basics, parents are also involved in homework; encourage reference book and library use by their children; foster reading or read to their children; are concerned about curriculum content; and contact teachers frequently about the progress of their offspring.

* Homework -- Sixty-nine percent (69%) of parents involve themselves in their children's homework every day or nearly every day.
* Research -- Seventy-five percent (75%) say that they encourage children to research the answers to their own questions in home or library reference books.
* Children's reading -- Eighty-one percent (81%) say that their children read or are read to at least three times weekly, and about half of the parents say that this activity occurs nearly every day.
* Parents' involvement -- Eighty-eight percent (88%) of all parents feel that they should have moderate to a great deal of involvement in setting course requirements for

students in their local schools.

* Contact with teachers -- Sixty-three percent (63%) say they occasionally or frequently contact their child's teacher about his/her progress.

Parents' education is strongly correlated with whether their own children read or are read to frequently. Parents with at least a college degree are significantly more likely (74%) to report this than those with some college (58%). The parents responding that their children are "readers" (read or are read to frequently) are also most likely to be women, have household incomes of $30,000 or more, and live in large cities.

Although college graduates are somewhat more likely to encourage their children to use the library or reference materials (83%), others are also strongly supportive of their children's reference or library use: those with some high school (76%), high school grads (76%) and those with some college (73%) also encourage reference material use. The importance given to education by the majority (75%) of parents is indicated by the general similarity among parents from all groups in encouraging their youngsters to learn by using reference materials and the library.

Single parents, however, are more likely to say they do not encourage use of reference materials. Men and women are both basically supportive of independent inquiry, but women are definitely more encouraging than men (81% vs 67%). Both whites

(75%) and nonwhites (77%) are just as likely to encourage their youngsters to search for information in libraries and reference materials.

Frequency of contact with teachers, in itself, cannot be considered an automatic measure of parental interest in education. Some parents may have children who make such high grades that the parents rarely need to become personally involved. Others may live in school districts of such excellent repute that they do not feel it necessary to interject themselves into a successful school program. Although contact suggests some level of interest, it cannot be used alone as a single factor in measuring overall concern with education. In general, however, essentially every measure of involvement points to substantial parent interest in education.

C. An Opportunity to Join Mainstream Activity

Education is viewed as a path to a better future by those in difficult circumstances. It is not well-educated, wealthy parents who more typically demonstrate parental involvement in their local schools. Rather it is parents who may be said to be most socially disadvantaged, likely to be excluded from "multiple" life chances for success, who advocate a great deal of involvement by parents in setting course requirements for local schools.

Parents who have suffered "cumulative disadvantages" and have restricted life chances are much more likely than others to

view education as a vehicle for economic success. (Disadvantage or isolation can be thought of as any situation which is marginal to mainstream social or economic activity.)

For example, those with lower levels of education and those under 25 (those least likely to have children of school age) are more likely to want parent involvement in school text selection. Women are slightly more likely to advocate great parental involvement than are men (51% compared to 43%.)

Parental involvement in homework is associated with more than disadvantage because both the highest and least educated parents are likely to involve themselves with homework on a daily basis. Whatever the reasons, parents at the extremes of educational training consider homework supervision significant. Those with an eighth grade level of education or less and those with a college degree or better demonstrate highest daily levels of homework involvement, (54% and 47% respectively).

D. For Nonwhites, Educational Opportunity is Critical

It is striking that among America's nonwhite parents, disadvantaged in so many ways, a belief in the possibilities offered by the educational system, in the relative "fairness" of its opportunity structure, carries a clear message. Regardless of the actual number of opportunities opened by education, faith in its promise remains strong among America's nonwhite popula-

tion. Consider the following examples:

* Nonwhite parents are about twice as likely as white parents to believe that the primary purpose of education is to help someone achieve financial success (50% vs 28%).

* By a substantial margin, nonwhite parents more than whites believe that parents generally should have a great deal of involvement in setting course requirements inlocal schools (69% non-whites vs. 42% whites).

* Nonwhite parents (52%) are much more likely to be involved in their youngsters' homework than white parents (41%), which indicates that these parents may perceive a greater need or obligation to help with homework, and they then not only place a high priority on education but also follow through on their beliefs with their activities at home. Those in the lowest and middle income groups, under $10,000 to $25,000, those employed part time, those living in very large cities, and Southerners are more likely than others to have daily involvement with their children's homework.

E. Geographic Differences and Teacher Education

Southerners take distinct stands on education. More than those living in other regions, Southerners are more likely to agree strongly that education is the principal route to financial success, more likely to be involved in their youngsters' homework and to believe that teachers' salaries should be increased.

Segmented regionally, the survey results show that, compared to those in other regions, those living in the South are more likely to stress the economic advantages of education. Perhaps because the South has maintained more of an agricultural economy and has enjoyed fewer of the advantages of industrialization, the South views education much the way other disadvantaged groups do: as a special opportunity.

The West is noteworthy because it manifests the highest level of parental interest in setting course requirements for students in their local schools (54%).

Perhaps the appearance of regional variations in the evaluation of proposed school year and teacher salary reforms is a reinforcement that educational policy-makers must continue to pay considerable attention to the different roles education can perform in distinct regions.

F. Length of the School Year

Despite the movement in many state houses to increase the

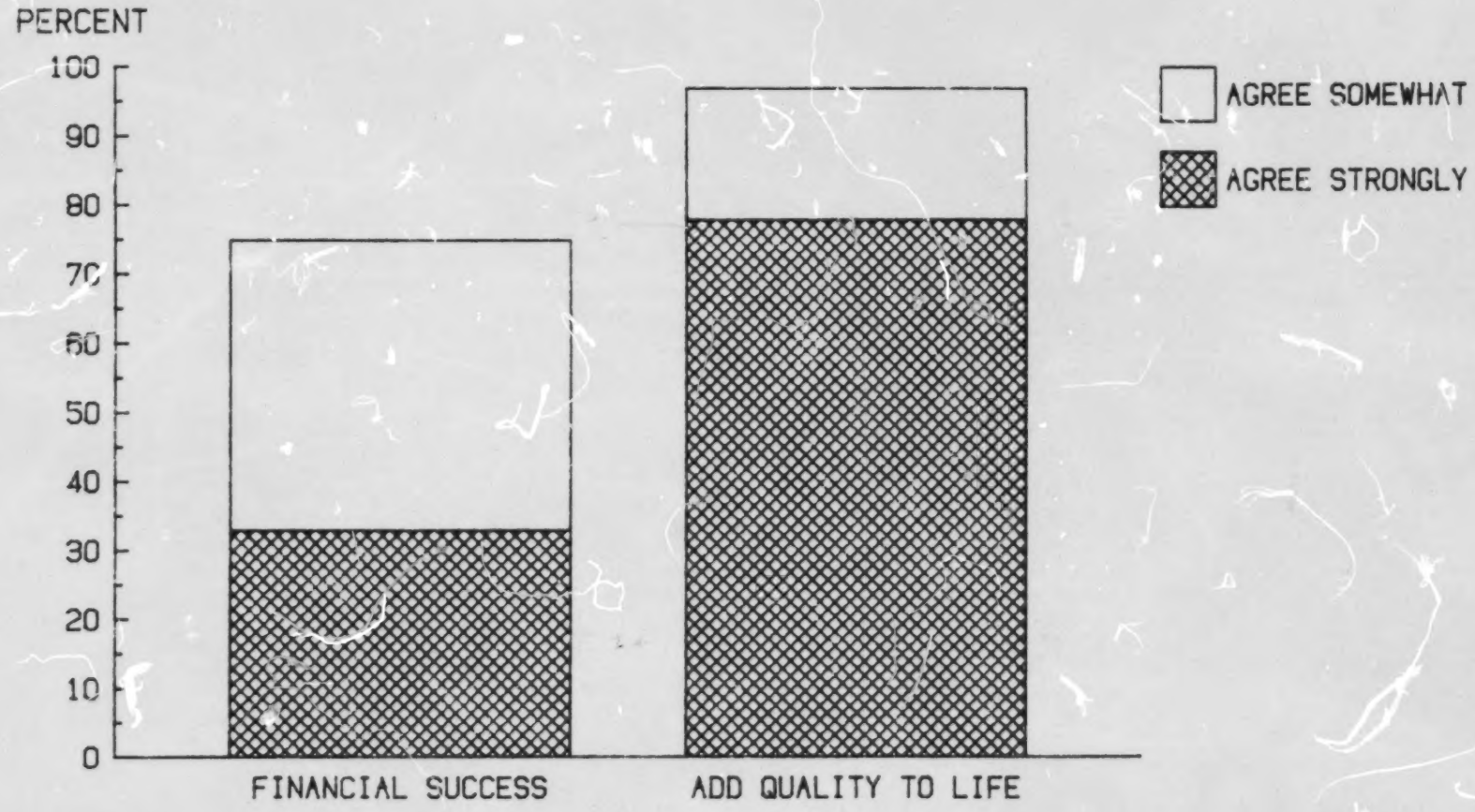
length of the school year, few parents want to tamper with the current length of the school year: 71% want it to remain about ten months or 180 days. The strongest supporters for leaving the school year at its present length are those with middle levels of education, those under 35 years old, those who are not married, and those living in cities with populations under one-million.

Among those who do want to change the school year, (increasing it by at least one month), are some Northeasterners (30%) -- perhaps reflecting their region's distance from the original basis for the current school calendar: the need for children to help their parents plant or harvest crops.

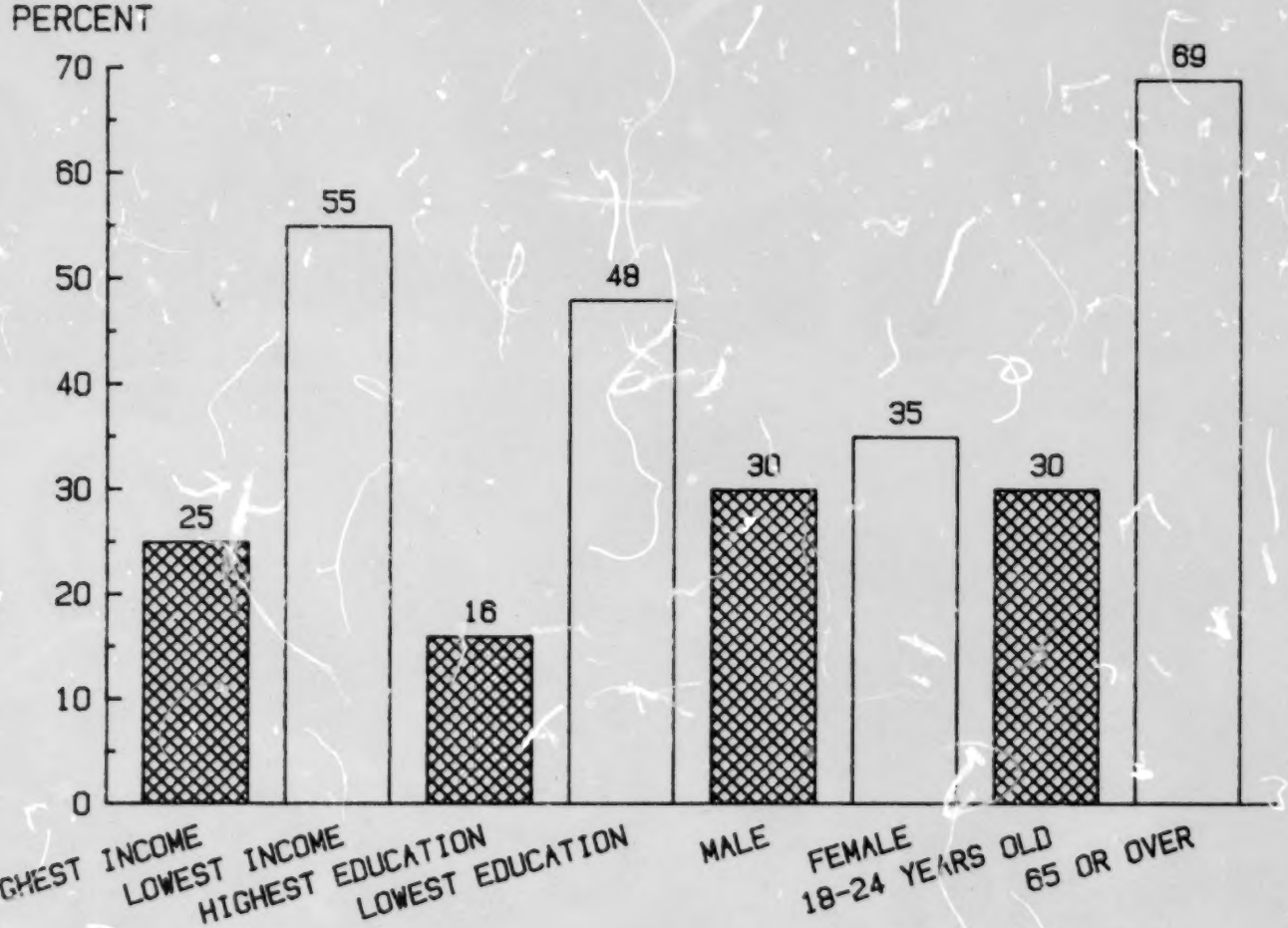
G. Teachers' Salaries

A definite majority, 60% of parents, believe teachers' salaries should be improved. Teachers have solid support for increased salaries from both men and women, those under 50 years old, those with at least some college education, whites, those in all but the lowest income groups, and those living in the South. The support for teachers among Southern citizens is consistent with an admiration for the precious opportunities of an education system in a region (or society) with so many marginally employed, highly agricultural, and less financially prosperous than other regions.

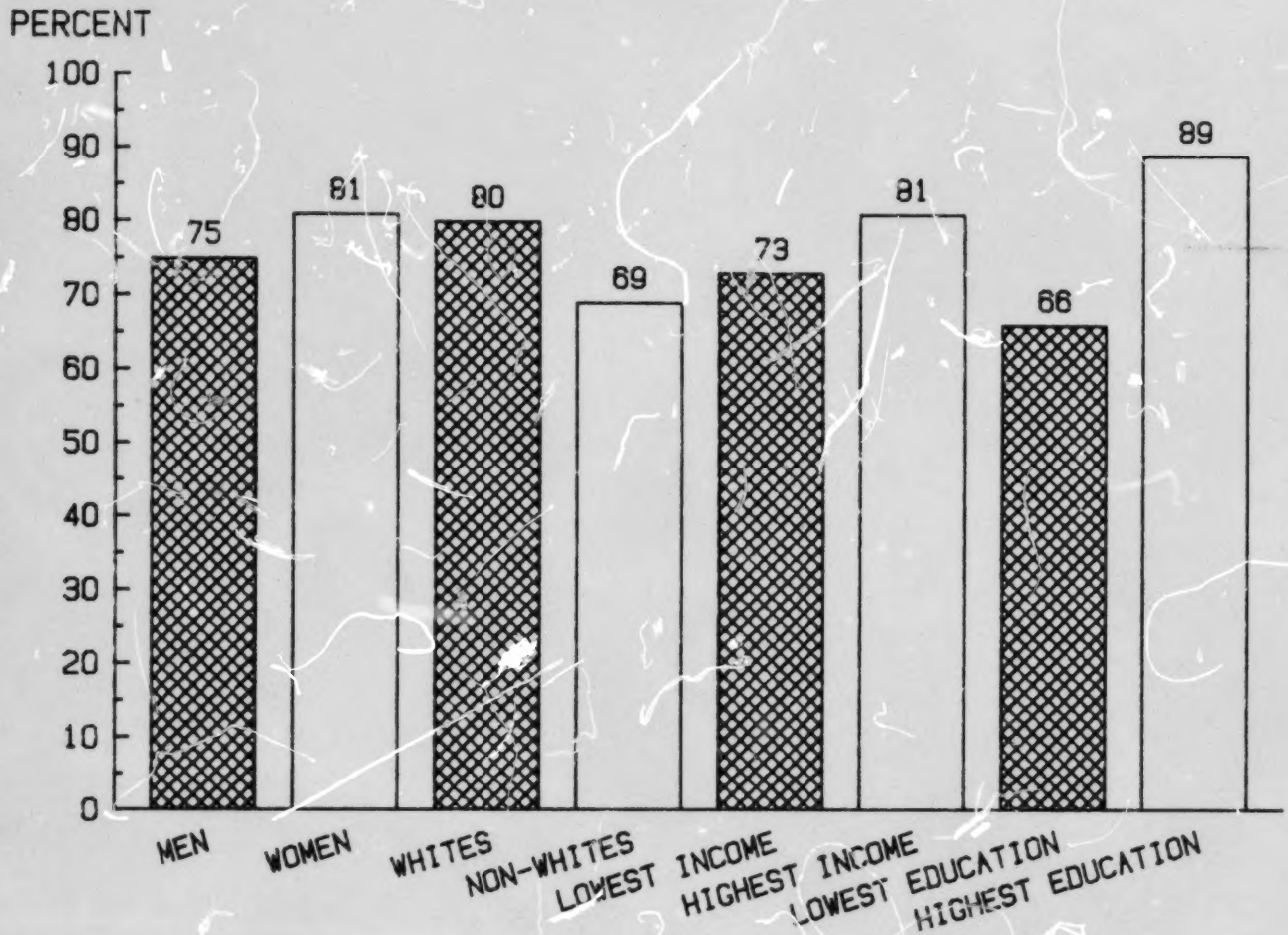
THE PRIMARY PURPOSE OF EDUCATION : ACHIEVE FINANCIAL SUCCESS OR ADD VALUE TO LIFE



THE PRIMARY PURPOSE OF EDUCATION IS TO ACHIEVE FINANCIAL SUCCESS : COMPARING DIFFERENT DEMOGRAPHIC GROUPS WHO "STRONGLY AGREE"



THE PRIMARY PURPOSE OF EDUCATION IS TO ADD QUALITY TO LIFE : COMPARING DIFFERENT DEMOGRAPHIC GROUPS WHO "STRONGLY AGREE"



TABLES

How often do your children read at home or do you read to your children?

	All Respondents	BY GENDER		BY ETHNICITY	
		Male	Female	White	Non-white
V135	%	%	%	%	%
Almost every day	56	52	60	59	44
About three times a week	25	27	23	24	29
About once a week	8	9	8	7	12
Less than once a week	10	12	9	9	14
TOTAL	(641)	(300)	(337)	(496)	(139)

	All Respondents	BY AGE				
		18-24	25-34	35-49	50-64	65 and Over
V135	%	%	%	%	%	%
Almost every day	56	47	58	58	58	51
About three times a week	25	30	23	25	18	42
About once a week	8	8	10	7	8	7
Less than once a week	10	14	8	10	16	0
TOTAL	(641)	(111)	(224)	(243)	(53)	(9)

BY EDUCATION

	All Respondents	Eighth Grade or Less	Some High School	High School Graduate	Some College	College Graduate
V135	%	%	%	%	%	%
Almost every day	56	56	48	50	58	74
About three times a week	25	13	24	30	27	16
About once a week	8	0	19	8	7	6
Less than once a week	10	32	8	11	8	4
TOTAL	(641)	(47)	(82)	(291)	(96)	(124)

BY EMPLOYMENT STATUS

	All Respondents	Employed Full-time	Employed Part-time	Retired	Not Employed	Keeping House	In School
V135	%	%	%	%	%	%	%
Almost every day	56	56	59	51	57	55	56
About three times a week	25	23	27	25	25	30	35
About once a week	8	10	4	0	7	7	8
Less than once a week	10	11	10	24	10	8	1
TOTAL	(641)	(370)	(48)	(10)	(132)	(31)	(49)

BY INCOME

	All Respondents	Less than $10,000	$10,000 to $15,000	$15,001 to $20,000	$20,001 to $30,000	$30,001 to $40,000	$40,001 or More
V135	%	%	%	%	%	%	%
Almost every day	56	51	51	60	48	55	72
About three times a week	25	30	25	25	32	27	13
About once a week	8	9	10	5	7	7	10
Less than once a week	10	10	15	10	13	11	5
TOTAL	(641)	(85)	(57)	(64)	(159)	(93)	(112)

BY REGION OF THE COUNTRY

	All Respondents	North-east	South	North Central	West
V135	%	%	%	%	%
Almost every day	56	59	55	54	58
About three times a week	25	23	25	29	22
About once a week	8	7	9	8	9
Less than once a week	10	10	11	9	11
TOTAL	(641)	(128)	(201)	(184)	(119)

BY COMMUNITY SIZE

	All Respondents	More than 1,000,000	100,000 to 1,000,000	25,000 to 99,000	2,500 to 24,999	Less than 2,500
V135	%	%	%	%	%	%
Almost every day	56	69	63	52	56	54
About three times a week	25	11	23	28	28	24
About once a week	8	12	9	9	10	6
Less than once a week	10	8	5	11	6	17
TOTAL	(641)	(43)	(91)	(164)	(159)	(156)

BY MARITAL STATUS

	All Respondents	Married	Widowed	Divorced/ Separated	Single
V135	%	%	%	%	%
Almost every day	56	59	68	58	42
About three times a week	25	25	27	20	32
About once a week	8	7	6	8	13
Less than once a week	10	9	0	14	13
TOTAL	(641)	(457)	(19)	(66)	(95)

Do you encourage your children to research the answers to their questions by going to the library or using reference books at home?

		BY GENDER		BY ETHNICITY	
	All Respondents	Male	Female	White	Non-white
V136	%	%	%	%	%
Yes	75	68	81	75	77
No	25	32	19	25	23
TOTAL	(623)	(292)	(327)	(482)	(136)

		BY AGE				
	All Respondents	18-24	25-34	35-49	50-64	65 and Over
V136	%	%	%	%	%	%
Yes	75	59	69	86	77	71
No	25	41	31	14	23	29
TOTAL	(623)	(102)	(200)	(255)	(56)	(9)

BY EDUCATION

	All Respondents	Eighth Grade or Less	Some High School	High School Graduate	Some College	College Graduate
V136	%	%	%	%	%	%
Yes	75	55	76	76	73	83
No	25	45	24	24	27	17
TOTAL	(623)	(51)	(83)	(279)	(93)	(117)

BY EMPLOYMENT STATUS

	All Respondents	Employed Full-time	Employed Part-time	Retired	Not Employed	Keeping House	In School
V136	%	%	%	%	%	%	%
Yes	75	74	77	74	79	68	76
No	25	26	23	26	21	32	24
TOTAL	(623)	(361)	(47)	(10)	(131)	(30)	(43)

BY INCOME

	All Respondents	Less than $10,000	$10,000 to $15,000	$15,001 to $20,000	$20,001 to $30,000	$30,001 to $40,000	$40,001 or More
V136	%	%	%	%	%	%	%
Yes	75	79	68	69	81	70	77
No	25	21	32	31	19	30	23
TOTAL	(623)	(77)	(57)	(57)	(157)	(90)	(112)

BY REGION OF THE COUNTRY

	All Respondents	North-east	South	North Central	West
V136	%	%	%	%	%
Yes	75	80	76	73	73
No	25	20	24	27	27
TOTAL	(623)	(128)	(198)	(183)	(106)

BY COMMUNITY SIZE

	All Respondents	More than 1,000,000	100,000 to 1,000,000	25,000 to 99,000	2,500 to 24,999	Less than 2,500
V136	%	%	%	%	%	%
Yes	75	71	73	73	81	73
No	25	29	27	27	19	27
TOTAL	(623)	(44)	(83)	(159)	(155)	(151)

BY MARITAL STATUS

	All Respondents	Married	Widowed	Divorced/ Separated	Single
V136	%	%	%	%	%
Yes	75	80	86	67	58
No	25	20	14	33	42
TOTAL	(623)	(444)	(19)	(64)	(93)

How often do you involve yourself in your children's homework?

		BY GENDER		BY ETHNICITY	
	All Respondents	Male	Female	White	Non-white
V137	%	%	%	%	%
Every day	43	38	48	41	52
Nearly every day	26	26	26	25	28
Once a week	17	21	14	19	13
Less than once a week	13	15	12	15	7
TOTAL	(556)	(268)	(284)	(431)	(118)

		BY AGE				
	All Respondents	18-24	25-34	35-49	50-64	65 and Over
V137	%	%	%	%	%	%
Every day	43	21	49	47	38	55
Nearly every day	26	33	28	23	23	13
Once a week	17	29	14	15	21	32
Less than once a week	13	17	9	15	18	Ø
TOTAL	(556)	(8Ø)	(176)	(239)	(51)	(8)

BY EDUCATION

	All Respondents	Eighth Grade or Less	Some High School	High School Graduate	Some College	College Graduate
V137	%	%	%	%	%	%
Every day	43	54	41	43	37	47
Nearly every day	26	17	19	29	28	24
Once a week	17	23	28	14	21	14
Less than once a week	13	6	11	14	15	15
TOTAL	(556)	(40)	(76)	(249)	(84)	(107)

BY EMPLOYMENT STATUS

	All Respondents	Employed Full-time	Employed Part-time	Retired	Not Employed	Keeping House	In School
V137	%	%	%	%	%	%	%
Every day	43	41	53	70	48	16	48
Nearly every day	26	25	20	16	31	29	27
Once a week	17	19	14	14	14	28	11
Less than once a week	13	15	14	0	7	27	14
TOTAL	(556)	(326)	(41)	(10)	(110)	(28)	(41)

BY INCOME

	All Respondents	Less than $10,000	$10,000 to $15,000	$15,001 to $20,000	$20,001 to $30,000	$30,001 to $40,000	$40,001 or More
V137	%	%	%	%	%	%	%
Every day	43	53	46	48	43	38	37
Nearly every day	26	19	33	29	25	28	25
Once a week	17	20	8	12	18	24	21
Less than once a week	13	8	13	11	14	11	18
TOTAL	(556)	(65)	(46)	(51)	(140)	(80)	(105)

BY REGION OF THE COUNTRY

	All Respondents	North-east	South	North Central	West
V137	%	%	%	%	%
Every day	43	40	48	42	40
Nearly every day	26	23	24	26	31
Once a week	17	19	13	21	17
Less than once a week	13	17	14	11	12
TOTAL	(556)	(118)	(165)	(161)	(104)

BY COMMUNITY SIZE

	All Respondents	More than 1,000,000	100,000 to 1,000,000	25,000 to 99,000	2,500 to 24,999	Less than 2,500
V137	%	%	%	%	%	%
Every day	43	51	34	44	43	45
Nearly every day	26	17	34	24	27	26
Once a week	17	18	17	19	18	14
Less than once a week	13	14	16	13	12	15
TOTAL	(556)	(42)	(77)	(137)	(143)	(128)

BY MARITAL STATUS

	All Respondents	Married	Widowed	Divorced/ Separated	Single
V137	%	%	%	%	%
Every day	43	47	40	46	23
Nearly every day	26	25	19	25	30
Once a week	17	15	31	13	30
Less than once a week	13	13	9	15	16
TOTAL	(556)	(399)	(19)	(56)	(81)

Which of the following best describes how often you speak with your child's teachers to discuss your child's progress in school?

		BY GENDER		BY ETHNICITY	
	All Respondents	Male	Female	White	Non-white
V138	%	%	%	%	%
Only when teacher contacts me	25	25	24	24	28
I frequently contact teacher	24	24	25	24	26
I occasionally contact teacher	39	38	40	38	40
I rarely contact teacher	12	13	11	14	6
TOTAL	(579)	(277)	(298)	(449)	(124)

		BY AGE				
	All Respondents	18-24	25-34	35-49	50-64	65 and Over
V138	%	%	%	%	%	%
Only when teacher contacts me	25	35	22	23	30	14
I frequently contact teacher	24	15	27	25	33	0
I occasionally contact teacher	39	29	44	40	24	63
I rarely contact teacher	12	21	8	12	13	23
TOTAL	(579)	(85)	(185)	(249)	(53)	(6)

BY EDUCATION

	All Respondents	Eighth Grade or Less	Some High School	High School Graduate	Some College	College Graduate
V138	%	%	%	%	%	%
Only when teacher contacts me	25	37	32	26	27	11
I frequently contact teacher	24	14	31	25	21	26
I occasionally contact teacher	39	40	28	36	39	51
I rarely contact teacher	12	9	10	13	13	13
TOTAL	(579)	(44)	(78)	(257)	(85)	(115)

BY EMPLOYMENT STATUS

	All Respondents	Employed Full-time	Employed Part-time	Retired	Not Employed	Keeping House	In School
V138	%	%	%	%	%	%	%
Only when teacher contacts me	25	23	25	58	28	30	16
I frequently contact teacher	24	26	25	16	21	21	22
I occasionally contact teacher	39	36	42	20	40	30	59
I rarely contact teacher	12	14	8	6	10	19	3
TOTAL	(579)	(341)	(46)	(7)	(114)	(28)	(42)

BY INCOME

	All Respondents	Less than $10,000	$10,000 to $15,000	$15,001 to $20,000	$20,001 to $30,000	$30,001 to $40,000	$40,001 or More
V138	%	%	%	%	%	%	%
Only when teacher contacts me	25	21	36	23	26	21	17
I frequently contact teacher	24	27	28	25	24	24	22
I occasionally contact teacher	39	41	30	36	38	45	46
I rarely contact teacher	12	10	6	16	12	10	15
TOTAL	(579)	(72)	(51)	(54)	(147)	(83)	(103)

BY REGION OF THE COUNTRY

	All Respondents	North-east	South	North Central	West
V138	%	%	%	%	%
Only when teacher contacts me	25	27	17	29	28
I frequently contact teacher	24	23	29	19	27
I occasionally contact teacher	39	40	42	41	30
I rarely contact teacher	12	10	13	11	15
TOTAL	(579)	(121)	(176)	(168)	(105)

BY COMMUNITY SIZE

	All Respondents	More than 1,000,000	100,000 to 1,000,000	25,000 to 99,000	2,500 to 24,999	Less than 2,500
V138	%	%	%	%	%	%
Only when teacher contacts me	25	24	20	21	24	30
I frequently contact teacher	24	28	25	27	23	20
I occasionally contact teacher	39	35	36	40	41	40
I rarely contact teacher	12	13	19	13	12	9
TOTAL	(579)	(41)	(71)	(150)	(148)	(140)

BY MARITAL STATUS

	All Respondents	Married	Widowed	Divorced/ Separated	Single
V138	%	%	%	%	%
Only when teacher contacts me	25	24	19	15	36
I frequently contact teacher	24	26	16	30	15
I occasionally contact teacher	39	40	56	38	30
I rarely contact teacher	12	10	8	16	19
TOTAL	(579)	(413)	(16)	(63)	(86)

Which one of the following subjects is the most important for students to study in grades one through eight? Which is the second most important? Which is the third most important? (English)

		BY GENDER		BY ETHNICITY	
	All Respondents	Male	Female	White	Non-white
V139	%	%	%	%	%
First	63	56	69	65	56
Second	25	28	22	23	31
Third	12	16	9	12	13
TOTAL	(610)	(285)	(322)	(478)	(127)

		BY AGE				
	All Respondents	18-24	25-34	35-49	50-64	65 and Over
V139	%	%	%	%	%	%
First	63	56	65	63	69	52
Second	25	21	21	30	24	22
Third	12	23	14	7	7	26
TOTAL	(610)	(109)	(211)	(233)	(51)	(5)

BY EDUCATION

	All Respondents	Eighth Grade or Less	Some High School	High School Graduate	Some College	College Graduate
V139	%	%	%	%	%	%
First	63	68	51	59	69	74
Second	25	23	27	26	22	21
Third	12	9	21	14	9	5
TOTAL	(610)	(36)	(80)	(285)	(92)	(117)

BY EMPLOYMENT STATUS

	All Respondents	Employed Full-time	Employed Part-time	Retired	Not Employed	Keeping House	In School
V139	%	%	%	%	%	%	%
First	63	61	66	44	71	60	56
Second	25	26	21	30	22	21	25
Third	12	13	14	26	7	20	19
TOTAL	(610)	(358)	(49)	(5)	(124)	(27)	(45)

BY INCOME

	All Respondents	Less than $10,000	$10,000 to $15,000	$15,001 to $20,000	$20,001 to $30,000	$30,001 to $40,000	$40,001 or More
V139	%	%	%	%	%	%	%
First	63	56	68	56	61	67	70
Second	25	25	19	30	28	23	23
Third	12	19	12	14	11	10	7
TOTAL	(610)	(87)	(57)	(61)	(149)	(88)	(101)

BY REGION OF THE COUNTRY

	All Respondents	North-east	South	North Central	West
V139	%	%	%	%	%
First	63	64	64	66	55
Second	25	27	24	16	36
Third	12	8	12	18	9
TOTAL	(610)	(128)	(188)	(175)	(112)

BY COMMUNITY SIZE

	All Respondents	More than 1,000,000	100,000 to 1,000,000	25,000 to 99,000	2,500 to 24,999	Less than 2,500
V139	%	%	%	%	%	%
First	63	59	64	64	69	57
Second	25	30	26	24	20	27
Third	12	12	10	12	11	16
TOTAL	(610)	(38)	(87)	(160)	(150)	(147)

BY MARITAL STATUS

	All Respondents	Married	Widowed	Divorced/ Separated	Single
V139	%	%	%	%	%
First	63	65	68	67	50
Second	25	25	11	23	25
Third	12	10	21	10	25
TOTAL	(610)	(427)	(16)	(62)	(102)

Which one of the following subjects is the most important for students to study in grades one through eight? Which is the second most important? Which is the third most important? (Mathematics)

		BY GENDER		BY ETHNICITY	
	All Respondents	Male	Female	White	Non-white
V140	%	%	%	%	%
First	35	38	31	33	39
Second	58	55	62	61	50
Third	7	7	8	6	11
TOTAL	(646)	(303)	(339)	(497)	(144)

		BY AGE				
	All Respondents	18-24	25-34	35-49	50-64	65 and Over
V140	%	%	%	%	%	%
First	35	30	34	38	29	54
Second	58	63	60	55	61	31
Third	7	7	6	7	11	15
TOTAL	(646)	(113)	(226)	(247)	(50)	(9)

BY EDUCATION

	All Respondents	Eighth Grade or Less	Some High School	High School Graduate	Some College	College Graduate
V140	%	%	%	%	%	%
First	35	54	35	37	33	23
Second	58	31	60	56	62	69
Third	7	15	5	7	5	8
TOTAL	(646)	(48)	(87)	(294)	(96)	(120)

BY EMPLOYMENT STATUS

	All Respondents	Employed Full-time	Employed Part-time	Retired	Not Employed	Keeping House	In School
V140	%	%	%	%	%	%	%
First	35	35	29	73	32	29	38
Second	58	59	60	27	59	64	54
Third	7	6	11	0	8	7	8
TOTAL	(646)	(376)	(50)	(9)	(134)	(28)	(48)

BY INCOME

	All Respondents	Less than $10,000	$10,000 to $15,000	$15,001 to $20,000	$20,001 to $30,000	$30,001 to $40,000	$40,001 or More
V140	%	%	%	%	%	%	%
First	35	27	35	46	36	33	33
Second	58	59	60	45	61	59	61
Third	7	15	5	9	3	8	6
TOTAL	(646)	(88)	(58)	(66)	(159)	(92)	(110)

BY REGION OF THE COUNTRY

	All Respondents	North-east	South	North Central	West
V140	%	%	%	%	%
First	35	28	34	33	44
Second	58	62	57	60	53
Third	7	10	9	7	3
TOTAL	(646)	(128)	(201)	(186)	(121)

BY COMMUNITY SIZE

	All Respondents	More than 1,000,000	100,000 to 1,000,000	25,000 to 99,000	2,500 to 24,999	Less than 2,500
V140	%	%	%	%	%	%
First	35	40	29	35	30	38
Second	58	58	62	56	65	54
Third	7	2	9	9	5	8
TOTAL	(646)	(43)	(90)	(164)	(160)	(158)

BY MARITAL STATUS

	All Respondents	Married	Widowed	Divorced/ Separated	Single
V140	%	%	%	%	%
First	35	36	34	34	29
Second	58	58	59	52	62
Third	7	6	7	14	9
TOTAL	(646)	(455)	(19)	(67)	(103)

Which one of the following subjects is the most important for students to study in grades one through eight? Which is the second most important? Which is the third most important? (Science)

		BY GENDER		BY ETHNICITY	
	All Respondents	Male	Female	White	Non-white
V141	%	%	%	%	%
First	5	6	4	4	12
Second	20	17	22	18	31
Third	75	77	73	79	57
TOTAL	(283)	(124)	(158)	(233)	(49)

		BY AGE				
	All Respondents	18-24	25-34	35-49	50-64	65 and Over
V141	%	%	%	%	%	%
First	5	2	7	4	12	22
Second	20	27	18	20	12	18
Third	75	71	76	77	77	60
TOTAL	(283)	(53)	(96)	(113)	(14)	(6)

BY EDUCATION

	All Respondents	Eighth Grade or Less	Some High School	High School Graduate	Some College	College Graduate
V141	%	%	%	%	%	%
First	5	0	10	6	4	4
Second	20	57	16	22	13	11
Third	75	43	74	72	83	85
TOTAL	(283)	(23)	(23)	(119)	(56)	(63)

BY EMPLOYMENT STATUS

	All Respondents	Employed Full-time	Employed Part-time	Retired	Not Employed	Keeping House	In School
V141	%	%	%	%	%	%	%
First	5	5	7	18	5	0	2
Second	20	18	14	32	26	21	23
Third	75	77	80	50	69	79	75
TOTAL	(283)	(162)	(19)	(7)	(61)	(18)	(15)

BY INCOME

	All Respondents	Less than $10,000	$10,000 to $15,000	$15,001 to $20,000	$20,001 to $30,000	$30,001 to $40,000	$40,001 or More
V141	%	%	%	%	%	%	%
First	5	9	0	5	6	6	3
Second	20	20	31	30	13	19	17
Third	75	71	69	66	81	75	80
TOTAL	(283)	(39)	(30)	(29)	(71)	(39)	(47)

BY REGION OF THE COUNTRY

	All Respondents	North-east	South	North Central	West
V141	%	%	%	%	%
First	5	11	1	8	3
Second	20	11	24	23	12
Third	75	78	75	68	85
TOTAL	(283)	(42)	(101)	(86)	(47)

BY COMMUNITY SIZE

	All Respondents	More than 1,000,000	100,000 to 1,000,000	25,000 to 99,000	2,500 to 24,999	Less than 2,500
V141	%	%	%	%	%	%
First	5	5	6	5	4	6
Second	20	21	15	18	14	27
Third	75	74	78	77	81	67
TOTAL	(283)	(17)	(34)	(68)	(75)	(75)

BY MARITAL STATUS

	All Respondents	Married	Widowed	Divorced/ Separated	Single
V141	%	%	%	%	%
First	5	5	19	0	6
Second	20	19	19	24	16
Third	75	76	61	76	78
TOTAL	(283)	(200)	(12)	(30)	(39)

Which one of the following subjects is the most important for students to study in grades one through eight? Which is the second most important? Which is the third most important? (Social studies)

		BY GENDER		BY ETHNICITY	
	All Respondents	Male	Female	White	Non-white
V142	%	%	%	%	%
First	6	7	5	5	10
Second	19	19	18	20	13
Third	76	74	77	75	78
TOTAL	(221)	(103)	(116)	(167)	(51)

		BY AGE				
	All Respondents	18-24	25-34	35-49	50-64	65 and Over
V142	%	%	%	%	%	%
First	6	6	3	8	5	0
Second	19	20	12	17	36	65
Third	76	74	85	75	59	35
TOTAL	(221)	(36)	(73)	(84)	(24)	(4)

BY EDUCATION

	All Respondents	Eighth Grade or Less	Some High School	High School Graduate	Some College	College Graduate
V142	%	%	%	%	%	%
First	6	0	6	7	10	3
Second	19	42	12	17	19	15
Third	76	58	82	77	71	82
TOTAL	(221)	(23)	(31)	(107)	(24)	(36)

BY EMPLOYMENT STATUS

	All Respondents	Employed Full-time	Employed Part-time	Retired	Not Employed	Keeping House	In School
V142	%	%	%	%	%	%	%
First	6	6	4	0	2	12	12
Second	19	17	26	47	18	23	13
Third	76	77	70	53	80	65	75
TOTAL	(221)	(126)	(16)	(7)	(45)	(9)	(18)

BY INCOME

	All Respondents	Less than $10,000	$10,000 to $15,000	$15,001 to $20,000	$20,001 to $30,000	$30,001 to $40,000	$40,001 or More
V142	%	%	%	%	%	%	%
First	6	19	8	1	8	3	0
Second	19	16	16	23	15	23	7
Third	76	64	76	76	77	74	93
TOTAL	(221)	(26)	(22)	(26)	(48)	(33)	(39)

BY REGION OF THE COUNTRY

	All Respondents	North-east	South	North Central	West
V142	%	%	%	%	%
First	6	6	7	5	2
Second	19	15	23	20	15
Third	76	78	71	75	83
TOTAL	(221)	(50)	(64)	(68)	(34)

BY COMMUNITY SIZE

	All Respondents	More than 1,000,000	100,000 to 1,000,000	25,000 to 99,000	2,500 to 24,999	Less than 2,500
V142	%	%	%	%	%	%
First	6	0	9	4	5	7
Second	19	12	9	21	21	20
Third	76	88	83	75	74	72
TOTAL	(221)	(14)	(26)	(68)	(52)	(49)

BY MARITAL STATUS

	All Respondents	Married	Widowed	Divorced/ Separated	Single
V142	%	%	%	%	%
First	6	5	0	14	7
Second	19	19	32	9	24
Third	76	77	68	77	69
TOTAL	(221)	(155)	(8)	(23)	(31)

Which one of the following subjects is the most important for students to study in grades one through eight? Which is the second most important? Which is the third most important? (Computer Science)

		BY GENDER		BY ETHNICITY	
	All Respondents	Male	Female	White	Non-white
V143	%	%	%	%	%
First	18	25	12	18	20
Second	16	19	11	18	11
Third	66	56	77	64	69
TOTAL	(229)	(116)	(111)	(168)	(57)

		BY AGE				
	All Respondents	18-24	25-34	35-49	50-64	65 and Over
V143	%	%	%	%	%	%
First	18	44	13	11	12	0
Second	16	9	22	16	9	54
Third	66	46	65	74	79	46
TOTAL	(229)	(48)	(71)	(87)	(21)	(2)

BY EDUCATION

	All Respondents	Eighth Grade or Less	Some High School	High School Graduate	Some College	College Graduate
V143	%	%	%	%	%	%
First	18	Ø	37	21	2	15
Second	16	Ø	19	16	27	12
Third	66	100	44	63	72	72
TOTAL	(229)	(17)	(34)	(112)	(29)	(36)

BY EMPLOYMENT STATUS

	All Respondents	Employed Full-time	Employed Part-time	Retired	Not Employed	Keeping House	In School
V143	%	%	%	%	%	%	%
First	18	18	17	100	7	47	27
Second	16	16	20	Ø	16	17	13
Third	66	65	63	Ø	78	36	60
TOTAL	(229)	(127)	(19)	(1)	(50)	(12)	(19)

BY INCOME

	All Respondents	Less than $10,000	$10,000 to $15,000	$15,001 to $20,000	$20,001 to $30,000	$30,001 to $40,000	$40,001 or More
V143	%	%	%	%	%	%	%
First	18	37	12	19	13	12	13
Second	16	14	15	25	16	19	17
Third	66	48	73	57	72	69	70
TOTAL	(229)	(29)	(17)	(23)	(56)	(30)	(35)

BY REGION OF THE COUNTRY

	All Respondents	North-east	South	North Central	West
V143	%	%	%	%	%
First	18	20	25	14	11
Second	16	10	17	23	13
Third	66	70	57	63	76
TOTAL	(229)	(52)	(74)	(56)	(46)

BY COMMUNITY SIZE

	All Respondents	More than 1,000,000	100,000 to 1,000,000	25,000 to 99,000	2,500 to 24,999	Less than 2,500
V143	%	%	%	%	%	%
First	18	17	15	17	17	26
Second	16	11	17	19	21	11
Third	66	73	69	64	62	63
TOTAL	(229)	(18)	(35)	(49)	(61)	(58)

BY MARITAL STATUS

	All Respondents	Married	Widowed	Divorced/ Separated	Single
V143	%	%	%	%	%
First	18	12	0	10	47
Second	16	17	39	29	7
Third	66	71	61	61	46
TOTAL	(229)	(163)	(3)	(17)	(45)

How much involvement do you think parents should have in setting course requirements for students in their local schools?

		BY GENDER		BY ETHNICITY	
	All Respondents	Male	Female	White	Non-white
V144	%	%	%	%	%
A great deal of involvement	47	43	51	42	69
Moderate amount of involvement	41	43	40	47	18
Little involvement	8	9	7	9	6
No involvement	3	5	2	2	7
TOTAL	(677)	(315)	(358)	(525)	(146)

		BY AGE				
	All Respondents	18-24	25-34	35-49	50-64	65 and Over
V144	%	%	%	%	%	%
A great deal of involvement	47	58	44	48	40	22
Moderate amount of involvement	41	30	48	42	39	22
Little involvement	8	11	5	6	21	15
No involvement	3	2	3	4	0	42
TOTAL	(677)	(127)	(226)	(260)	(54)	(9)

BY EDUCATION

	All Respondents	Eighth Grade or Less	Some High School	High School Graduate	Some College	College Graduate
V144	%	%	%	%	%	%
A great deal of involvement	47	64	52	47	44	41
Moderate amount of involvement	41	0	40	43	48	49
Little involvement	8	13	7	7	7	9
No involvement	3	22	1	3	1	1
TOTAL	(677)	(51)	(92)	(307)	(100)	(127)

BY EMPLOYMENT STATUS

	All Respondents	Employed Full-time	Employed Part-time	Retired	Not Employed	Keeping House	In School
V144	%	%	%	%	%	%	%
A great deal of involvement	47	44	47	37	52	64	52
Moderate amount of involvement	41	44	43	23	41	30	26
Little involvement	8	3	9	4	7	6	8
No involvement	3	3	1	37	0	0	14
TOTAL	(677)	(385)	(54)	(10)	(142)	(35)	(51)

BY INCOME

	All Respondents	Less than $10,000	$10,000 to $15,000	$15,001 to $20,000	$20,001 to $30,000	$30,001 to $40,000	$40,001 or More
V144	%	%	%	%	%	%	%
A great deal of involvement	47	51	59	49	46	39	40
Moderate amount of involvement	41	37	34	39	50	49	45
Little involvement	8	7	3	6	5	10	11
No involvement	3	5	4	5	0	2	4
TOTAL	(677)	(91)	(64)	(69)	(166)	(94)	(116)

BY REGION OF THE COUNTRY

	All Respondents	North-east	South	North Central	West
V144	%	%	%	%	%
A great deal of involvement	47	40	51	44	54
Moderate amount of involvement	41	46	34	45	43
Little involvement	8	9	10	8	3
No involvement	3	4	5	3	0
TOTAL	(677)	(134)	(213)	(193)	(128)

BY COMMUNITY SIZE

	All Respondents	More than 1,000,000	100,000 to 1,000,000	25,000 to 99,000	2,500 to 24,999	Less than 2,500
V144	%	%	%	%	%	%
A great deal of involvement	47	50	47	47	41	53
Moderate amount of involvement	41	40	42	40	49	37
Little involvement	8	8	5	10	9	6
No involvement	3	2	6	3	1	5
TOTAL	(677)	(45)	(94)	(178)	(166)	(159)

BY MARITAL STATUS

	All Respondents	Married	Widowed	Divorced/ Separated	Single
V144	%	%	%	%	%
A great deal of involvement	47	48	23	46	51
Moderate amount of involvement	41	43	38	36	36
Little involvement	8	7	18	9	10
No involvement	3	2	22	9	3
TOTAL	(677)	(472)	(19)	(70)	(113)

Do you think that the school year which is now about 180 days or ten months should be:

		BY GENDER		BY ETHNICITY	
	All Respondents	Male	Female	White	Non-white
V145	%	%	%	%	%
Shorter	7	7	7	8	2
One month longer	14	14	14	12	20
Two months longer	8	11	6	7	11
Stay the same	71	69	73	73	67
TOTAL	(677)	(317)	(356)	(524)	(147)

		BY AGE				
	All Respondents	18-24	25-34	35-49	50-64	65 and Over
V145	%	%	%	%	%	%
Shorter	7	8	6	6	10	0
One month longer	14	9	13	19	8	15
Two months longer	8	4	7	9	14	13
Stay the same	71	79	75	65	68	73
TOTAL	(677)	(127)	(225)	(259)	(56)	(9)

BY EDUCATION

	All Respondents	Eighth Grade or Less	Some High School	High School Graduate	Some College	College Graduate
V145	%	%	%	%	%	%
Shorter	7	7	13	7	3	4
One month longer	14	14	5	12	19	21
Two months longer	8	22	5	6	10	9
Stay the same	71	57	78	75	69	66
TOTAL	(677)	(51)	(92)	(310)	(98)	(126)

BY EMPLOYMENT STATUS

	All Respondents	Employed Full-time	Employed Part-time	Retired	Not Employed	Keeping House	In School
V145	%	%	%	%	%	%	%
Shorter	7	6	7	19	10	0	8
One month longer	14	15	17	4	15	9	3
Two months longer	8	8	10	0	4	10	22
Stay the same	71	71	67	78	71	81	67
TOTAL	(677)	(386)	(53)	(10)	(142)	(35)	(51)

BY INCOME

	All Respondents	Less than $10,000	$10,000 to $15,000	$15,001 to $20,000	$20,001 to $30,000	$30,001 to $40,000	$40,001 or More
V145	%	%	%	%	%	%	%
Shorter	7	10	13	6	6	5	3
One month longer	14	10	13	8	16	16	20
Two months longer	8	12	1	12	2	7	14
Stay the same	71	68	73	74	75	72	63
TOTAL	(677)	(88)	(66)	(68)	(165)	(94)	(115)

BY REGION OF THE COUNTRY

	All Respondents	North-east	South	North Central	West
V145	%	%	%	%	%
Shorter	7	6	10	4	6
One month longer	14	22	12	13	12
Two months longer	8	8	10	6	9
Stay the same	71	65	68	77	73
TOTAL	(677)	(134)	(215)	(194)	(125)

BY COMMUNITY SIZE

	All Respondents	More than 1,000,000	100,000 to 1,000,000	25,000 to 99,000	2,500 to 24,999	Less than 2,500
V145	%	%	%	%	%	%
Shorter	7	7	4	6	6	10
One month longer	14	24	16	15	14	11
Two months longer	8	12	9	11	3	9
Stay the same	71	57	71	68	78	71
TOTAL	(677)	(45)	(93)	(175)	(170)	(162)

BY MARITAL STATUS

	All Respondents	Married	Widowed	Divorced/ Separated	Single
V145	%	%	%	%	%
Shorter	7	7	4	4	7
One month longer	14	17	12	11	5
Two months longer	8	8	11	12	6
Stay the same	71	68	73	73	82
TOTAL	(677)	(474)	(19)	(69)	(112)

How much influence do you think individual teachers should have in selecting the textbooks and instructional materials they use in their own classrooms?

		BY GENDER		BY ETHNICITY	
	All Respondents	Male	Female	White	Non-white
V146	%	%	%	%	%
A great deal of influence	47	42	52	43	63
A moderate amount of influence	43	45	41	46	30
Little influence	7	9	4	7	6
None	3	4	3	4	2
TOTAL	(668)	(313)	(351)	(522)	(141)

		BY AGE				
	All Respondents	18-24	25-34	35-49	50-64	65 and Over
V146	%	%	%	%	%	%
A great deal of influence	47	54	47	44	47	62
A moderate amount of influence	43	40	44	46	29	38
Little influence	7	2	9	5	18	0
None	3	5	1	4	7	0
TOTAL	(668)	(125)	(223)	(256)	(55)	(9)

BY EDUCATION

	All Respondents	Eighth Grade or Less	Some High School	High School Graduate	Some College	College Graduate
V146	%	%	%	%	%	%
A great deal of influence	47	68	38	50	41	45
A moderate amount of influence	43	18	56	39	49	47
Little influence	7	9	3	7	7	8
None	3	5	3	5	3	0
TOTAL	(668)	(51)	(89)	(304)	(99)	(125)

BY EMPLOYMENT STATUS

	All Respondents	Employed Full-time	Employed Part-time	Retired	Not Employed	Keeping House	In School
V146	%	%	%	%	%	%	%
A great deal of influence	47	44	47	62	50	57	54
A moderate amount of influence	43	45	41	38	44	37	31
Little influence	7	7	9	0	4	6	6
None	3	4	3	0	2	0	9
TOTAL	(668)	(380)	(52)	(10)	(140)	(35)	(50)

BY INCOME

	All Respondents	Less than $10,000	$10,000 to $15,000	$15,001 to $20,000	$20,001 to $30,000	$30,001 to $40,000	$40,001 or More
V146	%	%	%	%	%	%	%
A great deal of influence	47	67	60	38	43	34	48
A moderate amount of influence	43	28	28	53	46	53	44
Little influence	7	3	9	2	7	11	6
None	3	2	3	7	4	1	2
TOTAL	(668)	(91)	(65)	(66)	(166)	(93)	(113)

BY REGION OF THE COUNTRY

	All Respondents	North-east	South	North Central	West
V146	%	%	%	%	%
A great deal of influence	47	49	52	47	36
A moderate amount of influence	43	42	37	42	55
Little influence	7	6	7	8	6
None	3	3	4	3	2
TOTAL	(668)	(129)	(213)	(191)	(125)

BY COMMUNITY SIZE

	All Respondents	More than 1,000,000	100,000 to 1,000,000	25,000 to 99,000	2,500 to 24,999	Less than 2,500
V146	%	%	%	%	%	%
A great deal of influence	47	44	45	45	44	54
A moderate amount of influence	43	46	44	45	46	35
Little influence	7	10	9	6	7	6
None	3	0	3	4	4	4
TOTAL	(668)	(43)	(91)	(178)	(167)	(159)

BY MARITAL STATUS

	All Respondents	Married	Widowed	Divorced/ Separated	Single
V146	%	%	%	%	%
A great deal of influence	47	43	76	53	58
A moderate amount of influence	43	46	20	44	32
Little influence	7	8	4	3	5
None	3	3	0	1	6
TOTAL	(668)	(468)	(19)	(66)	(112)

How strongly do you agree or disagree with each of the following statements:
(The primary purpose of education is to enable a person to achieve financial success.)

		BY GENDER		BY ETHNICITY	
	All Respondents	Male	Female	White	Non-white
V147	%	%	%	%	%
Strongly agree	33	30	35	28	50
Somewhat agree	42	42	43	45	32
Somewhat disagree	16	18	13	18	8
Strongly disagree	9	10	9	9	10
TOTAL	(675)	(318)	(353)	(526)	(142)

		BY AGE				
	All Respondents	18-24	25-34	35-49	50-64	65 and Over
V147	%	%	%	%	%	%
Strongly agree	33	30	30	33	43	69
Somewhat agree	42	49	40	42	39	15
Somewhat disagree	16	15	18	16	10	0
Strongly disagree	9	6	12	9	9	16
TOTAL	(675)	(127)	(228)	(256)	(55)	(9)

BY EDUCATION

	All Respondents	Eighth Grade or Less	Some High School	High School Graduate	Some College	College Graduate
V147	%	%	%	%	%	%
Strongly agree	33	48	40	38	23	16
Somewhat agree	42	26	39	41	48	47
Somewhat disagree	16	7	15	14	20	21
Strongly disagree	9	19	5	6	9	17
TOTAL	(675)	(51)	(89)	(308)	(99)	(127)

BY EMPLOYMENT STATUS

	All Respondents	Employed Full-time	Employed Part-time	Retired	Not Employed	Keeping House	In School
V147	%	%	%	%	%	%	%
Strongly agree	33	32	23	72	33	35	38
Somewhat agree	42	43	56	24	42	35	27
Somewhat disagree	16	16	15	4	15	26	12
Strongly disagree	9	9	6	0	10	4	23
TOTAL	(675)	(386)	(54)	(10)	(140)	(35)	(49)

BY INCOME

	All Respondents	Less than $10,000	$10,000 to $15,000	$15,001 to $20,000	$20,001 to $30,000	$30,001 to $40,000	$40,001 or More
V147	%	%	%	%	%	%	%
Strongly agree	33	55	46	28	24	30	25
Somewhat agree	42	33	29	45	49	44	41
Somewhat disagree	16	10	15	20	17	19	17
Strongly disagree	9	3	10	6	9	7	17
TOTAL	(675)	(91)	(66)	(67)	(166)	(93)	(115)

BY REGION OF THE COUNTRY

	All Respondents	North-east	South	North Central	West
V147	%	%	%	%	%
Strongly agree	33	31	40	27	29
Somewhat agree	42	38	38	46	47
Somewhat disagree	16	20	13	17	16
Strongly disagree	9	10	9	10	8
TOTAL	(675)	(134)	(214)	(193)	(125)

BY COMMUNITY SIZE

	All Respondents	More than 1,000,000	100,000 to 1,000,000	25,000 to 99,000	2,500 to 24,999	Less than 2,500
V147	%	%	%	%	%	%
Strongly agree	33	31	23	29	28	43
Somewhat agree	42	36	50	44	47	33
Somewhat disagree	16	26	18	15	16	16
Strongly disagree	9	7	8	13	10	8
TOTAL	(675)	(45)	(93)	(178)	(166)	(161)

BY MARITAL STATUS

	All Respondents	Married	Widowed	Divorced/ Separated	Single
V147	%	%	%	%	%
Strongly agree	33	30	66	41	32
Somewhat agree	42	44	20	37	41
Somewhat disagree	16	16	10	10	19
Strongly disagree	9	10	4	12	8
TOTAL	(675)	(470)	(19)	(69)	(114)

How strongly do you agree or disagree with each of the following statement:
(The primary purpose of education is to add value to the general quality of a person's life.)

		BY GENDER		BY ETHNICITY	
	All Respondents	Male	Female	White	Non-white
V148	%	%	%	%	%
Strongly agree	78	75	81	80	69
Somewhat agree	19	20	17	17	25
Somewhat disagree	2	3	1	2	1
Strongly disagree	2	3	1	1	5
TOTAL	(675)	(317)	(354)	(528)	(141)

		BY AGE				
	All Respondents	18-24	25-34	35-49	50-64	65 and Over
V148	%	%	%	%	%	%
Strongly agree	78	64	76	85	80	100
Somewhat agree	19	29	19	14	20	0
Somewhat disagree	2	5	2	1	0	0
Strongly disagree	2	2	3	1	0	0
TOTAL	(675)	(124)	(227)	(259)	(55)	(9)

BY EDUCATION

	All Respondents	Eighth Grade or Less	Some High School	High School Graduate	Some College	College Graduate
V148	%	%	%	%	%	%
Strongly agree	78	66	73	75	82	89
Somewhat agree	19	24	22	21	14	10
Somewhat disagree	2	0	3	3	1	1
Strongly disagree	2	10	2	1	2	0
TOTAL	(675)	(51)	(90)	(305)	(101)	(128)

BY EMPLOYMENT STATUS

	All Respondents	Employed Full-time	Employed Part-time	Retired	Not Employed	Keeping House	In School
V148	%	%	%	%	%	%	%
Strongly agree	78	80	86	92	74	87	59
Somewhat agree	19	18	14	8	24	7	20
Somewhat disagree	2	2	0	0	1	3	7
Strongly disagree	2	0	0	0	1	3	14
TOTAL	(675)	(387)	(54)	(10)	(138)	(33)	(51)

BY INCOME

	All Respondents	Less than $10,000	$10,000 to $15,000	$15,001 to $20,000	$20,001 to $30,000	$30,001 to $40,000	$40,001 or More
V148	%	%	%	%	%	%	%
Strongly agree	78	73	67	79	77	89	81
Somewhat agree	19	19	31	21	22	8	12
Somewhat disagree	2	6	1	0	1	2	1
Strongly disagree	2	2	1	0	0	1	6
TOTAL	(675)	(90)	(66)	(68)	(167)	(94)	(116)

BY REGION OF THE COUNTRY

	All Respondents	North-east	South	North Central	West
V148	%	%	%	%	%
Strongly agree	78	78	75	77	84
Somewhat agree	19	21	21	18	14
Somewhat disagree	2	1	2	2	1
Strongly disagree	2	0	2	3	1
TOTAL	(675)	(135)	(213)	(193)	(125)

BY COMMUNITY SIZE

	All Respondents	More than 1,000,000	100,000 to 1,000,000	25,000 to 99,000	2,500 to 24,999	Less than 2,500
V148	%	%	%	%	%	%
Strongly agree	78	67	82	77	82	75
Somewhat agree	19	32	17	17	17	20
Somewhat disagree	2	1	1	1	1	4
Strongly disagree	2	0	0	5	0	2
TOTAL	(675)	(45)	(94)	(178)	(166)	(161)

BY MARITAL STATUS

	All Respondents	Married	Widowed	Divorced/ Separated	Single
V148	%	%	%	%	%
Strongly agree	78	81	94	69	68
Somewhat agree	19	17	6	22	23
Somewhat disagree	2	1	0	0	7
Strongly disagree	2	1	0	8	2
TOTAL	(675)	(472)	(19)	(70)	(111)

In general should teachers' pay be increased decreased or stay the same?

	All Respondents	BY GENDER Male	Female	BY ETHNICITY White	Non-white
V149	%	%	%	%	%
Increase	60	62	59	62	53
Decrease	4	4	4	2	9
Stay the same	25	24	26	25	24
It depends	11	11	12	11	14
TOTAL	(667)	(314)	(349)	(518)	(144)

	All Respondents	BY AGE 18-24	25-34	35-49	50-64	65 and Over
V149	%	%	%	%	%	%
Increase	60	62	62	63	42	34
Decrease	4	4	4	1	15	0
Stay the same	25	29	22	22	34	57
It depends	11	6	12	14	9	9
TOTAL	(667)	(125)	(223)	(254)	(56)	(9)

BY EDUCATION

	All Respondents	Eighth Grade or Less	Some High School	High School Graduate	Some College	College Graduate
V149	%	%	%	%	%	%
Increase	60	46	45	59	68	75
Decrease	4	15	11	1	2	1
Stay the same	25	34	37	27	16	15
It depends	11	5	7	14	14	9
TOTAL	(667)	(51)	(92)	(300)	(100)	(126)

BY EMPLOYMENT STATUS

	All Respondents	Employed Full-time	Employed Part-time	Retired	Not Employed	Keeping House	In School
V149	%	%	%	%	%	%	%
Increase	60	66	54	42	59	53	39
Decrease	4	2	6	0	1	5	21
Stay the same	25	22	18	54	29	24	31
It depends	11	10	22	4	11	18	9
TOTAL	(667)	(384)	(53)	(10)	(133)	(34)	(51)

BY INCOME

	All Respondents	Less than $10,000	$10,000 to $15,000	$15,001 to $20,000	$20,001 to $30,000	$30,001 to $40,000	$40,001 or More
V149	%	%	%	%	%	%	%
Increase	60	49	65	63	68	67	58
Decrease	4	5	2	3	2	1	7
Stay the same	25	30	25	15	24	22	22
It depends	11	16	9	19	6	10	13
TOTAL	(667)	(89)	(63)	(69)	(164)	(92)	(115)

BY REGION OF THE COUNTRY

	All Respondents	North-east	South	North Central	West
V149	%	%	%	%	%
Increase	60	58	67	58	55
Decrease	4	2	4	3	6
Stay the same	25	22	21	32	25
It depends	11	18	9	7	14
TOTAL	(667)	(133)	(215)	(189)	(121)

BY COMMUNITY SIZE

	All Respondents	More than 1,000,000	100,000 to 1,000,000	25,000 to 99,000	2,500 to 24,999	Less than 2,500
V149	%	%	%	%	%	%
Increase	60	61	71	62	59	55
Decrease	4	2	3	6	3	3
Stay the same	25	16	20	21	25	33
It depends	11	20	6	12	13	9
TOTAL	(667)	(45)	(90)	(177)	(167)	(157)

BY MARITAL STATUS

	All Respondents	Married	Widowed	Divorced/ Separated	Single
V149	%	%	%	%	%
Increase	60	63	32	58	56
Decrease	4	2	18	8	4
Stay the same	25	23	43	22	32
It depends	11	12	8	12	8
TOTAL	(667)	(464)	(19)	(67)	(114)

METHODOLOGY

This report presents the findings of a telephone survey conducted among a randomly generated sample of 1130 men and women, 18 years of age or over, living in private households in the United States--including the states of Alaska and Hawaii.

Since the results of Grolier's questions are based on responses given by parents, an oversample of 315 parents was conducted and the results merged with parents contained in the original sample, bringing the total number of respondents to 675. Results in this report are based on this number.

Interviewing was completed during the period of July 22, 1983 and July 29, 1983 by members of the Research & Forecasts' interviewing staff. Oversample interviews were conducted between July 31, 1983 and August 2, 1983. All interviews were conducted from R & F's central WATS telephone interviewing facilities. Only one interview was conducted per household.

As required by the Code of Standards of the Council of American Survey Research Organizations, we maintain the anonymity of our respondents. No information will be released that in any way will reveal the identity of a respondent.

Quality Control Measures

Quality control measures are applied in every phase of the interviewing process:

* Interviewers are hired and trained in person and their work is checked regularly for accuracy and validity.

* Interviewers and interviewing supervisors are carefully briefed regarding the questionnaires and interviewing procedures.

* Since interviewing is conducted from central location, the interviewers are monitored constantly.

* At least ten percent (10%) of all interviewees are called back by survey supervisors to ensure the questionnaires were correctly filled out.

* Questionnaires are prepared for data processing by experienced coders, under the supervision of the survey director.

* The process of data is subject to rigorous internal checks designed to detect both machine and human error.

Weighting

As is common practice in survey research, results were weighted to improve generalization of sample findings to the adult population as a whole. Accordingly, results were adjusted to account for sample variations in gender, race, age, education, and area of the country.

Reliability of Survey Percentages

Results of any sample are subject to sampling variation. The magnitude of the variation is measurable and is affected by the number of interviews and the level of percentages expressing the results. The table below shows the possible sample variation that applies to percentage results reported. The chances are 95 in 100 that a percentage survey result does not vary--plus or minus--by more than the indicated number of percentage points from the results that would be obtained if the interviews had been conducted with all persons in the universe represented by the sample.

Size of Sample On Which Survey Result is Based	Approximate Sampling Tolerances Applicable to Percentage at or Near These Levels		
	10% or 90%	30% or 70%	50%
1,000 interviews	2%	3%	3%
500 interviews	3%	4%	4%
250 interviews	4%	6%	6%
100 interviews	6%	9%	10%

Sampling

Respondents were reached by telephone from a sample of randomly generated telephone numbers provided by Survey Sampling, Inc. of Westport, Connecticut. Random digit dialing is the most widely used sampling technique in the United States. This method provides an efficient, statistically valid way of obtaining representable samples of the general public at a reasonable cost.

Data Collection

Approximately 18 members of the Research & Forecasts data collection staff conducted interviews of the general public. Interviews took place on weeknights between the hours of 6 p.m. and 10 p.m. and on weekends from 10 a.m. to 11:30 p.m. After 9:00 p.m., only numbers from time zones other than the Eastern Standard Time zone were called.

In order to ensure that the respondents represented a random sample of United States residents, every effort was made to reach and complete an interview with a qualified respondent at each number. Interviewers made one initial and at least three callbacks to each telephone number that had neither yielded a completed interview nor been disqualified.

Overall, interviewers achieved a main sample response rate of 60% and an oversample response rate of 46%, comparable to the rates reported by other professionals in the field of survey research. A complete breakdown of the response rate follows:

General Public Response Rate

Completed Interviews	1130	(60%)
Non Response	740	(40%)
Refusals	470	
Terminated Interviews	88	
Callbacks	131	
Deaf/Language problems	51	
Total Potential Respondents	1870	(100%)
Excluded From Sample	2639	
Disconnected	569	
Never answered	471	
Always busy	63	
Business/Government	292	
Not qualified	67	
Total Number Of Calls	3095	

Oversample Response Rate

Completed Interviews	315	(44%)
Non Response	398	(51%)
Refusals	254	
Terminated Interviews	10	
Callbacks	109	
Deaf/Language problems	25	
Total Potential Respondents	713	(100%)
Excluded From Sample	2276	
Disconnected	586	
Never answered	640	
Always busy	73	
Business/Government	213	
Not qualified	764	
Total Number Of Calls	3019	
	2089	

1. "No answers," busy signals, or callbacks are classified as nonresponses if the phone was answered at some point but the interview was never completed.

2. "No answers," or busy signals that remained unanswered or busy for four consecutive attempts were assumed to be nonresidential numbers (phone booths, problem lines, businesses closed for the evening, etc.) and were excluded from response rate calculations.

3. Those who could not be interviewed because they were too young, etc. were classified as "Not Qualified."